

ABSTRAK

LISBET SIMANJUNTAK. Kontribusi Pembinaan Pengelola Dan Motivasi Kerja Tenaga Pendidik Terhadap Efektivitas Manajemen Kelas Kelompok Bermain Pada Kelompok Bermain Binaan BPPLSP Dan SKB Di Sumatera Utara. Tesis Medan. Program Pasca Sarjana Universitas Negeri Medan, Juli 2005.

Penelitian ini bertujuan untuk mengetahui: (1) kontribusi pembinaan pengelola terhadap efektivitas manajemen kelas kelompok bermain, (2) kontribusi Motivasi kerja tenaga pendidik terhadap efektivitas manajemen kelas kelompok bermain, (3) kontribusi pembinaan pengelola dan motivasi kerja secara bersama-sama terhadap efektivitas manajemen kelas kelompok bermain.

Instrumen yang digunakan dalam penelitian ini adalah angket, yang disebarakan kepada para tenaga pendidik kelompok bermain binaan BPPLSP Regional I Medan dan SKB di Sumatera Utara dengan sample sebanyak 30 orang yang diambil secara acak proportional (sekitar 44,12 % dari populasi).

Untuk menguji hipotesis digunakan teknik korelasi, regresi sederhana dan ganda pada taraf signifikansi 0,05. Hasil penelitian ini memperlihatkan bahwa (1) Pembinaan Pengelola berkontribusi positif dan berarti terhadap Efektivitas Manajemen Kelas Kelompok Bermain ($r_{x_1y} = 0,651$), (2) Motivasi Kerja Tenaga Pendidik berkontribusi positif dan berarti terhadap Efektivitas Manajemen Kelas Kelompok Bermain ($r_{x_2y} = 0,673$) dan (3) Pembinaan Pengelola dan Motivasi Kerja Tenaga Pendidik berkontribusi positif dan berarti ($r_{x_1x_2} = 0,410$). Koefisien determinasi (R^2) sebesar = 0,6227 atau 62,27 %, sehingga koefisien korelasi ganda $R = 0,789$ mempunyai kontribusi terhadap Efektivitas Manajemen Kelas Kelompok Bermain. Bila dirinci masing-masing variabel bebas, ternyata Pembinaan Pengelola memberikan sumbangan efektif sebesar = 29,39 % dan sumbangan relatif sebesar = 47,20 % sedangkan Motivasi Kerja Tenaga Pendidik memberikan sumbangan efektif sebesar = 32,88 % dan sumbangan relatifnya sebesar = 52,80 %.

Penelitian ini menyimpulkan, bahwa Pembinaan Pengelola dan Motivasi Kerja Tenaga Pendidik merupakan hal yang sangat penting dalam efektivitas Manajemen Kelas Kelompok Bermain.

ABSTRACT

LISBET SIMANJUNTAK. The Contribution of the Establishment of a Playgroup Manager and an Educator Work Motivation to Effectiveness of Class Management of Play Group at Play Group at the Balai Pengembangan Pendidikan Luar Sekolah Pemuda (BPPLSP) Regional I and Sanggar Kegiatan Belajar (SKB) in North Sumatra. Thesis, Post Graduated Program of Medan State University, Agust 2005.

This study is aimed to find out : (1) the contribution the establishment of a playgroup manager toward Effectiveness class management (2) the contribution an educator motivation toward effectiveness class management. (3) the simultaneously contribution the establishment of a playgroup manager and an educator motivation toward effectiveness class management.

The instrument used in this research is equate which propagated to Play Group educator of BPPLSP Regional I and SKB in North Sumatra. The sample of this research is 30 which was taken by proportional random sampling (about 44.12% of population).

To test the hypotesis used a correlation technique, simple and multiple regression with $\alpha = 0,05$. These research finding that : (1) There was a positive and significant contribution the Establishment of a Playgroup Manager and Effectiveness Class Management of Play Group ($r_{x_1y} = 0.651$). (2) There was a positive and significant contribution Educator Motivation and Effectiveness Class Management of a Play Group ($r_{x_2y} = 0.673$). (3) There was a positive and significant contribution the Establishment of a Playgroup Manager and Educator Motivation ($r_{x_1x_2} = 0.410$). Coefficient of Determination coeffision (R^2) = 0.6227 or 62.27%, so the coefficient of multiple correlation (R) = 0.789 which having contribute to effectiveness Class Management of Play Group. While each of three variable is described, the Establishment of Playgroup. These result lead to inferences that the effective contribution of the eEstablishment of a Play Group manager is 29.39%, and its relative contribution is 47,20%, while the effective contribution of educator motivation is 32,88% and its relative contribution is 52.80%.

Based on the result of the study, it is concluded that the Establishment of a Play Group Manager and Educator Motivation are important thing in Effectiveness Class Management of Play Group at BPPLSP Region I and SKB in North Sumatra.